

# TITLE NEWSLETTER

Volume 7, Edition 1, September 2007

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## School Improvement

Title I staff and School Support Team members will be working directly with schools and districts in improvement to ensure districts have the guidance and support to complete the necessary school improvement tasks to be done this fall. District improvement coordinators are required to be designated by each district. These coordinators will be contacted by Title I staff with further information. Any questions regarding School and District Improvement should be directed to the state Title I Director, Diane Lowery, at [diane.lowery@state.sd.us](mailto:diane.lowery@state.sd.us).



## Federal Monitoring of Title I Programs

Staff from the US Department of Education (USED) visited South Dakota June 11 – 14, 2007 to monitor the state's implementation of Title I Parts A, B Subpart 3 (Even Start), D (Neglected or Delinquent), and Title X Subpart C (McKinney Vento Homeless) programs. DOE is developing its response to the monitoring report received from USED. The report will be posted on the department's website at: <http://doe.sd.gov/oess/title/1Abasic/index.asp>

SD DOE will respond to the findings within 30 calendar days of receipt of the letter. The corrective action plan will address ways the programs will meet federal requirements.

## Title I Funds for Administrative Costs

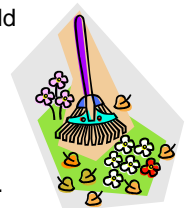
A new question was included this year in the Title I Part A consolidated application. Districts were asked to provide information regarding the use of Title I funds for administrative costs. Some districts took these funds off the top as a district set-aside and others did not. This is appropriate according to the number of Title I programs the district is implementing.

Administrative costs are those that support the management of the program. The amount of Title I Part A funds that a district uses for administration of the program must be reasonable and necessary for the proper and efficient performance and administration of the program. Districts are reminded that employees paid with Title I funds for administrative purposes must maintain time distribution records that support the amount of time and cost charged to the administration of the program. A person working within multiple cost objectives must complete a Personnel Activity Report at least monthly indicating the breakdown of activities by percentages or hours.

The following two items should also be noted:

1. The salary expenses of the district's superintendent are generally unallowable as administrative costs to Title I or other federal programs; as this would violate the supplement, not supplant provision.

2. The costs for the business office staff should not be directly charged to a federal grant as administrative costs because these costs may be recovered through the district's indirect cost rate.



# Accountability and Assessment Reporting

A great deal of time and effort has been spent over the past several years to assure that districts are providing their patrons with timely, accurate, and complete reports for the district and each of its schools.

NCLB has increased the emphasis on accountability for all students and focused on the States' responsibilities to work with districts and schools to improve instruction and student achievement. At the same time, the South Dakota Department of Education (SDDOE) has the responsibility to ensure that the districts and schools in our state are properly reporting on student achievement.

As a result of the recent United States Department of Education onsite reviews of SDDOE and the SD districts, it is clear that reporting on accountability and assessment is not fully in compliance.

The following information is from the US Department of Education's non-regulatory guidance on Title I Part A.

## **What to include in annual LEA (Local Education Agency - District) report cards**

### **Assessment Information**

Districts are required to include "all students in the grades tested in the district as a whole and all students in each school served by the district, not just those students enrolled for full academic year as defined by the state. At a minimum, an LEA must provide assessment data from the Dakota STEP reading/language arts and mathematics assessments. Beginning this school year 2007-08, an LEA must also provide data from the Dakota STEP Science assessment.

Your report card must include:

1. Percentage of students tested. The LEA can report this by giving the percent of students who were tested or the inverse. The information should be disaggregated by these subgroups: all students, major racial and ethnic groups, students with disabilities, limited English proficient, economically disadvantaged, migrant, and gender.
2. Student achievement at each proficiency level (advanced, proficient, basic, and below basic). Disaggregate this data by the same subgroups you used to report the percentage of students tested.
4. The most recent 2-year trend data in student achievement for each subject and for each grade.

Assessment reports for each district and school can be found at  
<https://sis.ddncampus.net:8081/nclbAllAssessed/indexAllAssessment.html>

### **Accountability Information**

Districts are required to include the following components on the LEA report cards

1. A comparison between the actual achievement levels of students in the LEA as a whole and for each school within the LEA and the State's annual measurable objectives in reading/language arts and mathematics for the following subgroups: all students, major racial and ethnic groups, students with disabilities, limited English proficient, economically disadvantaged, gender, and migrant subgroups must be included in reporting.
2. Details about the academic indicators the district uses for AYP determinations. These should include the graduation rate for high schools and attendance for elementary and middle schools. This information must be disaggregated for the following subgroups: all students, major racial and ethnic groups, students with disabilities, limited English proficient, economically disadvantaged, gender, and migrant.
3. Information on AYP, including the number and names of each LEA and school identified for improvement, corrective action, and restructuring under Section 1116, for LEAs and schools receiving Title I. Part A.

Accountability reports (NCLB Report Card) for each district and school can be found at

<https://sis.ddncampus.net:8081/nclb/index.html>

DOE has designed a single-page report form for districts and schools that captures the essence of both assessment and accountability reporting requirements. The form can be downloaded as an Excel file from the following website: <http://doe.sd.gov/oess/title/1ABasic/sec1111.asp> when it is available. While this form provides most of the information, districts must also print the complete reports from the DOE report cards and display in schools and other public places to be in full compliance. This statement is included at the bottom of each report template worksheet as a reminder.

## **2008 South Dakota Reading Conference**

**August 14 - 16, 2008  
Pierre, South Dakota**

Come and join us as we celebrate all teachers. Whether you are a parent, a classroom teacher, a para-professional, an administrator, or a professor you are a teacher and we want to celebrate what you do for young people and the future of our country.

For more information about the SD Reading Conference check out their website at  
[http://www.sdrc.dsu.edu/2008\\_south\\_dakota\\_readig\\_confer.htm](http://www.sdrc.dsu.edu/2008_south_dakota_readig_confer.htm)

## ESEA Program Monitoring

NCLB Title program staff will be moving to a new cycle of monitoring for Elementary and Secondary Education (ESEA) programs beginning this fall. ESEA programs, as reauthorized as NCLB, included in the review are Title I Parts A, C, and D, Title III, Title IV Part B, Title V, and Title X Part C.

Two three-year cycles will be combined to comprise a six-year overall cycle. Districts receiving larger Title I allocations will receive an on-site review once within each three year cycle. Those districts with smaller Title I allocations will receive the on-site monitoring visit once within the overall six year cycle. A desk review of submitted documents will be part of each on-site review. In addition, each district with a smaller Title I allocation will participate in the desk review of documents in the three year cycle in which they do not receive an on-site review.

More information about the new monitoring process is posted on the department's website at:

<http://doe.sd.gov/title/index.asp>.

Districts selected for the on-site monitoring visits and those who will participate in the desk reviews for this school year will be notified in early fall.



### Student Progress Reports

Sample Standards Based Student progress reports can be found on the Title I Part A Basic, Targeted Assistance program website. The link is provided below. Please feel free to make any changes as these are samples. The sample links are located towards the bottom of the website.

<http://doe.sd.gov/oess/title/1Abasic/sec1115.asp>

## Determination of Eligibility for Title I Services

Targeted assistance Title I programs must determine which students are eligible for services and then serve the most needy within the capacity of the program. Eligibility is determined by multiple factors.

Title I cannot support the costs of identifying which children are eligible for Title I services. The classroom teachers must complete the needs assessment and then the Title I teacher will rank order and determine the eligible students. At that time, the Title I teacher may conduct additional assessments to determine specific needs.



In other words, the Title I teacher can't test all children to find out who is eligible. Sometimes we find that Title I teachers are using DIBELS on everyone and then making the decision as to which students are the lowest performing students. Reading Recovery is another area where this happens. The Reading Recovery teacher, paid with Title I funds, cannot assess all first graders. The kindergarten teachers have to use available assessments to determine who may be eligible for services. Then the Reading Recovery teacher can conduct assessments on those children to determine final eligibility for the program.

## Reading/Language Arts Workshops

Registration is now being accepted for the Reading/Language Arts Standards Roll-out Sessions. As a participant you will have the chance to experience hands-on activities related to some of the new Reading/Language Arts Standards. You will also receive the new standards and a draft copy of the unpacked standards. Sessions will be led by teachers that served on the revision committee. Each session will begin at 8:30 AM and end at 4:00 PM.

Workshop Dates:

September 25th - Sioux Falls

September 27th - Watertown

October 2nd - Mitchell

October 3rd - Rapid City

For more information and to register go online to

<http://www.doe.sd.gov/PDregistration/index.asp>

## Role of RTI

RTI (Response to Intervention) is one of the buzz words in education these days. Title I services can play a role in the tiered intervention system. For more information, please check out South Dakota's website on RTI at:

<http://doe.sd.gov/oess/specialed/forms/RtI/index.asp>

## Homeless Liaisons

Each district Homeless Liaison will receive information around September 1 to assist in answering questions on the status of children.

A student that the district believes may be homeless must be immediately enrolled whether proper documentation on immunizations and permanent address are available. The Homeless Liaison must work through this situation with the family after the child is in school.

The parent of a homeless student must be presented with a listing of Rights. This will be included in the packet.

A homeless student may remain in the school of origin, if the parent wishes (this is a protected right of the parent). This includes a school that may be in an adjacent district (within reason). Transportation is the obligation of the district or, in the case of the involvement of two districts, the districts must negotiate the transportation obligation with the other district.

Title I dollars may not be used for the transportation of homeless students. This is a district obligation.

When a student has been identified as homeless by the Liaison, the child remains identified as homeless for the remainder of the school year and all services must continue for the remainder of the school year. During the school year, the child must remain designated homeless even when the family becomes permanently housed. The reason for this is that the family is considered at-risk and lacks stability.

Homeless students once identified by the Homeless Liaison are eligible for free breakfast and lunch. The family does not need to complete paperwork. If the family is doubled up with another family due to economic hardship or lack of a residence, the income of the host family is not considered in the eligibility of homeless students to receive free breakfast and lunch.

All homeless students in the district are to be identified. This goes beyond the Title I schools. Once identified, a homeless student is automatically eligible for Title I services whether or not the student is in a Title I school. Districts Set-Aside Title I dollars to provide these services. Title I like services are to be provided in middle school and high school students even when the district does not identify these schools as Title I schools.

Each homeless student must be identified in the SIMS database. The living condition of the child upon designation is also identified in SIMS. The information pertaining to homelessness should not change in SIMS during the course of the year as the child is considered homeless for the remainder of the year and the housing situation is that at the time of designation. This data is downloaded and submitted to USDE and is also included on the SD Title I Report collected in May.

For more information, contact [Laura.Johnson-Frame@state.sd.us](mailto:Laura.Johnson-Frame@state.sd.us) or call 605-773-2491.

## Definition of Homelessness

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes –

- Children and youth who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters;
  - abandoned in hospitals; or
  - awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.





## LEP Proficiency Status

Once determination of LEP status is accomplished at the local district, the student will be annually assessed using the South Dakota English Language Proficiency Test (Dakota ELP) produced by Harcourt. The Dakota ELP will annually measure the English language proficiency of all identified LEP students, documenting their progress in acquiring English language proficiency. The Dakota ELP is administered in February of every school year.

English language proficiency for South Dakota English language learners is defined as attaining a proficient achievement level (level 5) on the overall composite score of the Dakota ELP assessment. **Receiving Proficient (level 5) one time on the Dakota ELP exits identified LEP students from Title III services.** This is a change from previous proficiency status which required students to receive two proficient scores to be exited from Title III services. The Dakota ELP assessment composite score incorporates the 5 domains (listening, speaking, reading, writing, and comprehension) which are naturally weighted.

For more information, contact Sara Waring at [Sara.Waring@state.sd.us](mailto:Sara.Waring@state.sd.us) or call (605) 280-7286.

## Welcome to the Team

Dr. Sara Waring has joined the Title team as the Title III Coordinator. Sara was the director of federal programs and grants management for the Sioux Falls School District. In that capacity, she was responsible for all the NCLB Title programs along with Title III. Past responsibilities included serving as the coordinator for the All Teachers Grant which involved planning/implementing the English as a New Language endorsement program in partnership with SDSU. For eleven years, Sara was a teacher at Whittier Middle School in Sioux Falls for middle school English language learners, and was also an instructor at the Family Immersion Center program for new refugees and immigrant students PK-8. She has served as an adjunct professor for SDSU and on numerous state and national boards. Sara has her Doctor of Education in Educational Administration through USD and a Master of Education in Curriculum and Instruction from SDSU. Sara joined the team in July.

## ELP Standards Approved

The ELP Standards were approved by the Board of Education. They are posted on the Department of Education's website and accessible through two different links. The links are provided below.

<http://doe.sd.gov/oess/title/IIIela/index.asp> - then click on ELP Standards

<http://doe.sd.gov/contentstandards/>

### Dakota STEP Individual Assessment Reports

These reports are not yet available through Campus. When they are available, DOE will disseminate instructions and screen shots for downloading the reports. This process has changed slightly due to updates to the system.

## Using Technology with Classroom Instruction that Works

Written by McREL's educational technology experts and available through ASCD, this new companion book shows how technology can maximize the effectiveness of the proven, research-based instruction strategies found in *Classroom Instruction that Works*. This book guides readers in the use of a variety of technologies—such as word processing and spreadsheet applications, multimedia, data collection tools, communication software, and the Internet—with any grade level and subject. Choose from hundreds of lesson-planning ideas as you learn when to use technologies, which ones are best for any given learning task, and how they help students use new learning strategies.

## Free School Meals for Migrant Students

Beginning in SY 2004 all eligible migrant students in your school district could be provided free school meals. Public Law 108-265: Child Nutrition and WIC Reauthorization Act of 2004 provided this new benefit to migrant, homeless and runaway children attending schools in your district. The families of these students do not need to complete the normal financial eligibility forms to obtain free school meals. The district only needs a certificate of verification from our office confirming a student's migratory status and their eligibility for free school meals. A packet containing this information was sent to your school district's superintendent and food services director on August 21, 2007. Please check with those administrators to learn more about this new program.

If you have questions about the eligibility of students that you suspect might be migratory or if you want to discuss the free school meals program, you can contact Jerry Meendering at phone number 605.773.4437 or email him at: [jerry.meendering@state.sd.us](mailto:jerry.meendering@state.sd.us)

## Schoolwide Conference

DOE will be hosting it's annual Schoolwide Conference for eligible Targeted Assistance Title I schools planning to operate a Schoolwide program.

Title I staff are offering a schoolwide conference in Pierre October 2, 2007 from 9 am-4: pm. Each school planning to develop a schoolwide program must bring a team of at least 4 persons, consisting of an administrator, teacher(s), Title I staff, parent(s) and/ or board members. Any existing schoolwide schools wanting to attend may do so.

Certain requirements must be met for a school to be eligible to operate a schoolwide program. A Title I school may operate a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families.

Schoolwide program planning begins with the formation of a planning team, which explores the benefits of establishing a schoolwide program, identifies strategies and goals, and presents a proposal to teachers, administrators, and others in the school community. Because a comprehensive schoolwide plan reflects the entire school's responsibility for achieving results, the plan—and the planning process—should unify staff, resources, and classes into a whole program.

For more information, contact Dawn Smith at 605-773-2535 or [DawnL.Smith@state.sd.us](mailto:DawnL.Smith@state.sd.us)

## Parental Involvement requirements under Title I Part A for Local Education agencies (LEA)

An emphasis was placed on parent involvement within the consolidated application this year. (District level policies and school level policies)

**Each LEA that receives Title I Part A funds must develop a written parental involvement policy that establishes the LEA's (District's) expectations for parental involvement.** The policy must be developed jointly, with and agreed upon with, the parent of children participating in Title I, Part A programs. [Section 1118 (a) (2) ESEA.]

The written parental involvement policy must contain the following specific information.

The LEA's written parental involvement policy must establish the LEA's expectations for parental involvement, and describe how the LEA will—

- Involve parents in jointly developing the LEA's local plan under section 1112 and in the process of school review and improvement under section 1116;
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;



- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters (HIPPY), State run preschool programs, and Title III Language instructional programs;
- Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds including:
  - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
  - Using the findings of the evaluation to design strategies for more effective parental involvement;
- Involve parents in the activities of schools served under Title I. Part A [Section 1118(a)(2), ESEA].

To find sample templates for District level Parent Involvement Policies click on Parent Involvement Requirements at <http://doe.sd.gov/oess/title/1Abasic/sec1118.asp>



## National Parent Involvement Day November 15 2007

A sample parent involvement pledge can be found at the following website along with parent involvement checklists, how to engage parent involvement, parent involvement toolbox, and parental involvement in childhood obesity, fitness & nutrition.

**Appleseed Today - Project Appleseed**  
The newsletter of the national campaign for public school improvement  
<http://www.projectappleseed.org/pledge.html>

## 16<sup>th</sup> Annual Joint Math & Science Conference

February 7-9, 2008  
Huron, SD

Mark your calendars for this great event. For more information check out their website at <http://www.sdctm.org/conference/annualconference.htm>

## What meetings must schools hold to inform parents about Title I, Part A programs and parental involvement?

Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, to explain the Title I, Part A requirements, and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Schools must offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. [Section 1118(c)(1) and (2), ESEA.]

## Archived Copies of the Title I Update

If you are looking for a past edition of a Title I Update, they are all still available. Click on 'Correspondence' at this site <http://doe.sd.gov/oess/title/1Basic/index.asp> for a list of all the past editions of the Title I Update. If you have trouble opening them contact Beth Schiltz at [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us) or call (605) 773-4716



## 2008 State Conference for Early Childhood

April 24-26, 2008  
Sioux Falls, SD

The South Dakota Association for the Education of Young Children & the South Dakota Head Start Association will host the conference.

More information about the conference can be found on the organization's website at: <http://www.sdaeyc.org/html/conferences.asp>

## School-Parent Student Compact

Each school receiving funds under Title I of the No Child Left Behind Act must develop a written school-parent compact. This compact must be developed jointly with parents for all children participating in Title I activities, services, and programs. The compact is a component of the school parent involvement policy developed by the school and parents. The compact must outline how the school staff, parents, and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

\_\_\_\_\_ SCHOOL DISTRICT \_\_\_\_\_ SCHOOL YEAR

As a student I, \_\_\_\_\_ will

- Always try to do my best in my work and in my behavior.
- Work cooperatively with my classmates.
- Show respect for myself, my school, and other people.
- Take pride in my school.
- Come to school prepared with my homework and supplies.

As a Parent/Guardian, I \_\_\_\_\_ will

- See that my child attends school regularly and on time.
- Provide a home environment that encourages my child to learn.
- See that all homework assignments are completed.
- Communicate regularly with my child's teachers.
- Support the school in developing positive behaviors.
- Talk with my child about his/her school activities.
- Encourage my child to read at home.
- Volunteer my time at school.

As a teacher I \_\_\_\_\_ will

- Provide parents reasonable access to staff.
- Show respect for each child and his/her family.
- Provide parents with frequent reports on their children's progress.
- Provide an environment conducive to learning.
- Help each child grow to his/her potential.
- Provide high quality curriculum and instruction to assist students in learning the state standards.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with the student and his/her families through parent teacher conferences at least annually
- Seek ways to involve parents in the school program (volunteer, participate, observe)
- Demonstrate professional behavior and a positive attitude.

Student \_\_\_\_\_ Parent \_\_\_\_\_

Teacher \_\_\_\_\_

## NATIONAL TITLE I CONFERENCE

January 31-February 3, 2008

### NASHVILLE, TENNESSEE

Every year at the National Title I Conference, sessions are dedicated to themes chosen by the National Title I Conference Committee. Changing Performance: 2008 National Title I Conference focuses on three separate themes, Reauthorization, Special Populations, and Education Reform. Session information will be regularly updated as presentations are confirmed.

For more information about this conference check out the following website.

<http://www.nationaltitleconference.com>

Register soon to be a part of this memorable event.



## Funds for K-12 School-Community Projects

The Lowe's Toolbox for Education Grant Program supports schools and school parent teacher groups that develop projects that encourage parent involvement and build stronger community spirit.

Grants of up to \$5,000 will be provided to schools or parent groups nationwide. Preference is given to funding requests which have a permanent impact such as facility enhancement (both indoor and outdoor) as well as landscaping/clean up type projects. K-12 public schools or parent groups (associated with K-12 public schools) are eligible to apply. The upcoming application deadlines are October 15, 2007, and February 15, 2008.

Applications must be submitted online, and once 1,500 applications are received per cycle, the application process will close.



For more information, visit

<http://www.toolboxforeducation.com/>

Jan Moore

National Center for Homeless Education (NCHE)

800-308-2145

## Consolidated Applications

Every district must annually revise its application for NCLB federal funds including Title I Parts A, C, and D; Title II Parts A and D, Title III, Title IV Part A, and Title V. This is done through the consolidated application which is now an on-line application, often referred to as the e-grant. The application provides general information, the results of the district's comprehensive needs assessment, and narrative descriptions of each of the programs funded by NCLB funds. Budgets for each of the programs are included. District applications must be submitted to DOE prior to the obligation of such funds which become available to districts on July 1st of each year. DOE gives final approval to the application once all sections meet requirements.

The yearly process of submission, review, and approval of the consolidated applications is advancing well this year with approvals far ahead of last year's progress rate. Grants that have not yet been approved require revisions to the original submissions after DOE review. DOE staff are asking that districts log into the e-grant to make the necessary revisions and resubmit the grant in order for the process to continue. Any questions about the application narratives should be emailed to the Title staff assigned to the district. Fiscal questions should go to Grants Management staff. DOE would like to finalize most applications by the end of September.

Districts are reminded that the consolidated application is a public document and should be available for review by any patron who wishes to do so. At least one copy of the approved application must be printed and available for that purpose. All district staff must be apprised of the application and know the contents. This can be accomplished by addressing NCLB federal programs at in-services, meetings and making the printed copy available for review by all educators. Staff implementing federal programs must be given a copy of the section of the grant they are implementing. Since administrators, federal program directors, and teacher representation from each of the grade spans is required on the consolidated application committee, staff should be well aware of the development process conducted in the spring to design the consolidated application and make decisions about the use of funds. The finished product is then available to all for review in the fall.

### 2007 Region VIII Head Start Conference October 17-19, 2007 Rapid City, SD

**Keynote Speaker  
Ruby Payne!**

Ruby K. Payne, Ph.D., speaker, business owner, career educator, and creator of the *Crossing the Tracks* series, is an expert on the mindsets of economic classes and on crossing social-economic lines for love, work, education, and social change. She has written and co-authored more than a dozen books, including ***A Framework for Understanding Poverty***, and , as founder and CEO of aha! Process, Inc., has published more than three dozen books and videos. When she's not speaking at one of many sold-out seminars a year, she makes her home in Texas.

A Morning with Ruby Payne (October 19 only) - \$40

More information, including registration information, on the entire conference can be found at:

<http://www.sdheadstart.org/>

## What Works Clearing House

What Works Clearinghouse Releases Topic Reports for Elementary School Math, Dropout Prevention, and Middle School Math (updated) and 25 Intervention Reports Since June.

The website for those reports is [www.whatworks.ed.gov](http://www.whatworks.ed.gov) Please continue checking this website for further more reports and studies.



# What Works Clearinghouse

A trusted source of scientific evidence of what works in education.

U.S. DEPARTMENT OF EDUCATION



## The What Works Clearinghouse Releases Additional Beginning Reading and English Language Learners Reports

The What Works Clearinghouse, an initiative of the U.S. Department of Education's Institute of Education Sciences, announces the release of the Early Intervention in Reading (Beginning Reading), Read, Write, & Type!™ (Beginning Reading), and Peer-Assisted Learning Strategies © (English Language Learners) Intervention Reports to provide education consumers with the most up-to-date evidence.

### Beginning Reading:

The Early Intervention in Reading (EIR)® program is designed to provide extra instruction to groups of students at risk of failing to read. The WWC review found the program to have potentially positive effects on alphabets and comprehension. More information regarding the review is available at <http://whatworks.ed.gov/InterventionReportLinks.asp?iid=241&tid=01>.

The Read, Write, and Type!™ software program with supporting materials is designed to teach beginning reading skills by emphasizing writing as a way to learn to read. The WWC review found the program to have potentially positive effects on alphabets and no discernible effects on comprehension. More information regarding the review is available at <http://whatworks.ed.gov/InterventionReportLinks.asp?iid=370&tid=01>.

The Beginning Reading review focuses on reading interventions for students in grades K–3 (ages 5-8) that are intended to increase skills in alphabets (phonemic awareness, phonological awareness, letter recognition, print awareness and phonics), reading fluency, comprehension (vocabulary and reading comprehension), or general reading achievement. More information regarding the Beginning Reading review is available at <http://whatworks.ed.gov/Topic.asp?tid=01>.

### English Language Learners:

The Peer-Assisted Learning Strategies © instructional program is used in elementary school classrooms to improve student proficiency in reading and math. The WWC review found the program to have potentially positive effects on reading achievement. More information regarding the review is available at <http://whatworks.ed.gov/InterventionReportLinks.asp?iid=7&tid=10>.

The English Language Learners review focuses on interventions designed to improve the English language literacy or academic achievement of elementary school students who are English language learners. More information regarding the English Language Learners review is available at <http://whatworks.ed.gov/Topic.asp?tid=10>.

The WWC will continue to release reports for identified topics including Beginning Reading, Character Education, Dropout Prevention, Early Childhood Education, Elementary School Math, English Language Learners, and Middle School Math. Users are encouraged to regularly view the WWC website at [www.whatworks.ed.gov](http://www.whatworks.ed.gov).



South Dakota – Parent  
Information and  
Resource Center/ Parent  
Resource Network

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Involvement in the Education  
and Development of their  
Children."

<http://www.sdprn.org/content/sdprn/default.htm>

### Title I Listserv

A Title I Listserv has been created as a vehicle in which to get Title I information to the right people. It will also serve as a way for Title I educators to communicate with each other and share ideas.

This listserv is currently available at the following website. It is called Title I Listserv. [www.k12.sd.us/listserv](http://www.k12.sd.us/listserv)

Locate the Title I Listserv from the list, click on it, and register at the bottom of the page.



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Learning. Leadership. Service.

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